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Graziadio School of Business and Management

Emotional Intelligence Testing: Employee Selection, Advancement, & Development Applications

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Presentation Preview

- Introduction and background
- Emergence of emotional intelligence (EI) as a predictor of job performance
- Defining EI and its dimensions
- Primary EI measures and their psychometric properties
- Next steps for utilizing EI measures in your organization
- Special implications for leader assessment, promotion, and development

Introduction & Background

- ***Assistant Professor of Management***
  - MBA/doctoral courses in management, organization development, & leadership
  - Julian Virtue Professor (2008-2010)

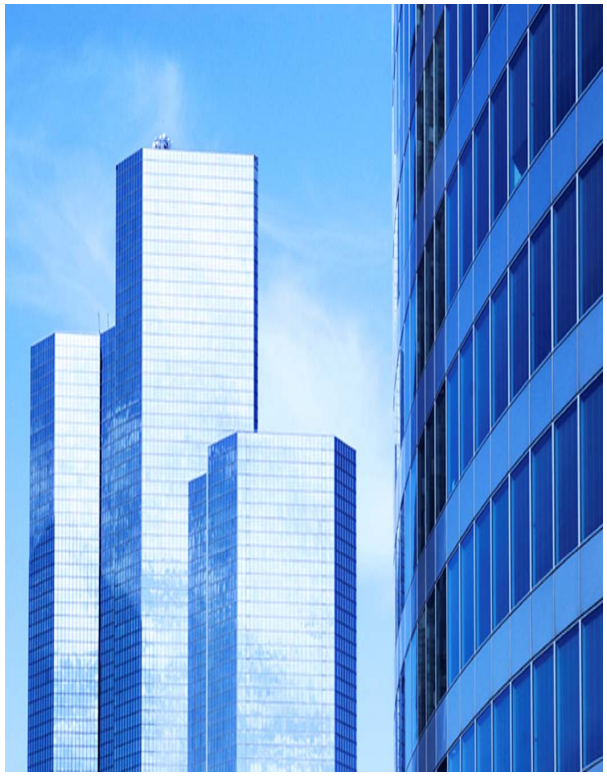
- ***Consulting practice areas***
  - Talent management systems
  - Leadership assessment and development
  - Organization development/change & employee engagement

- ***Research programs***
  - Leadership competencies
  - Succession planning best practices
  - Leader emotional and cultural intelligences

Why bother with EI as a predictor of job performance?

Why Bother with EI?

- EI testing and development is a multi-million dollar industry
- Evidence of predictive validity is promising
  - Job performance in emotionally-charged job contexts
  - Customer service skills
  - Conflict mgmt strategies
  - Leader emergence and leadership effectiveness
  - Leader derailment
  - Organizational citizenship behaviors
  - Employee attitudes: commitment, adjustment, satisfaction
- Workforce and industry changes indicate increasing value of EI



Workforce Demographic Changes

Age

- 1/3 of all Americans reach retirement age within 10 years
- '5/50' succession crisis

Gender

- 2/3 of working age women in workforce
- 48% overall

Ethnicity

- Surge in ethnic minorities & immigrants in workforce

Workforce Value Changes

Values

- Diversity
- Work/life balance
- Enjoyable workplace

Career Needs

- Work that is personally stimulating (values)
- Regular performance feedback
- Autonomy & team-based work

Loyalty

- Most likely to job-hop after t/d investments
- No lifelong commitment to single firm (career)

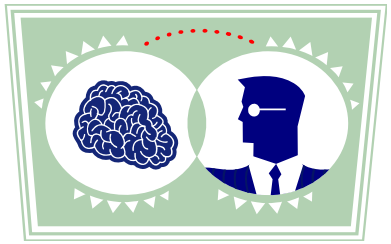
Organization Design Changes

What is EI and how is it operationalized for assessment and development?

Defining Emotional Intelligence

- Cognitive vs. emotional intelligence
  - ***Cognitive intelligence***: The general ability to reason correctly with abstractions (concepts) to solve problems
  - ***Emotional intelligence***: The ability to reason correctly with emotional abstractions (emotional concepts) and solve emotional problems

- Does EI qualify as an intelligence?
  1. Conceptual Criterion
     - Must reflect abilities rather than tendencies to act in certain ways
     - Abilities reflect possible variations among individuals across levels of task difficulty (what a person can do); personality traits reflect what a person typically does across situations and over time
  2. Correlational Criterion
     - Must correlate with yet be different from other intelligences
  3. Developmental Criterion
     - Must have the potential to improve over time



Mayer & Salovey (1997) EI Model

- Four-dimensional ***ability-based*** model of emotional intelligence
- Each dimension is further broken down into four skills

Emotional Intelligence

Emotional Perception, Appraisal, & Expression

- Identify Own
- Identify Others in Media
- Express Emotions
- Discriminate between Accurate/Inaccurate Emotions

Emotional Facilitation of Thinking

- Direct Attention
- Encourage Diverse Problem Solving Approaches
- Change Perspective
- Aid Judgment

Understanding Emotions

- Recognize Relations Among Emotions
- Interpret Circumstances
- Understand Complex feelings
- Understand Emotion Transitions

Regulating Emotions

- Stay Open to Feelings
- Reflectively Engage Emotions Depending on Utility
- Reflectively Monitor Emotions in Self and Others

What are the primary EI measures and their psychometric properties?

Selecting EI Measures for Comparison

Criteria for selecting EI measures*:

1. Demonstrates sufficient empirical data across several types of test validity
2. Addresses individual EI
3. Intended for and has been used in organizational applications
4. Derived from established EI models or theories
5. Has potential for selection, placement/ advancement, and/or development applications

*McEnrue & Groves (2006)
Human Resource Development Quarterly

EI Measure	Type	Dimensions/Scales	Length	Versions
Mayer-Salovey-Caruso Emotional Intelligence Test (MCEIT)	Ability-based; Test referenced against expert & consensus scores	▪ Perception, appraisal, & expression of emotion ▪ Emotional facilitation of thinking ▪ Understanding and analyzing emotional information ▪ Regulation and management of emotion	141 Questions	▪ Self-assessment ▪ Other-assessment ▪ Team assessment
Emotional Competency Index (ECI-2)	Mixed model; traits and skills/ abilities	▪ Self-awareness ▪ Self-management ▪ Social awareness ▪ Social skills	72 Items	▪ Self-assessment ▪ Other-assessment ▪ University Version
Emotional Quotient Inventory (EQ-i)	Mixed model; traits, skills/ abilities, & EI outcomes	▪ Intrapersonal ▪ Interpersonal ▪ Adaptation ▪ Stress management ▪ General mood	133 Items	▪ Self-assessment ▪ Other-assessment ▪ Short version (51 items)
Emotional Intelligence Questionnaire (EIQ)	Mixed model; traits & EI outcomes	▪ Self-awareness ▪ Emotional resilience ▪ Motivation ▪ Interpersonal sensitivity ▪ Influence ▪ Intuitiveness ▪ Conscientiousness	69 Items	▪ Self-assessment ▪ Other-assessment

EI Measure	Validity Criteria				
	Content	Construct	Face	Predictive	External
MSEIT	***Moderate*** ▪ Omits emotional expression	***High*** ▪ Strong discriminant & convergent validities	***Low*** ▪ Items lack resemblance to org context	***High*** ▪ Predicts job /leader performance	***Moderate*** ▪ Mostly North American samples
ECI-2	***Low*** ▪ Broad EI definition ▪ Includes EI outcomes	***Low*** ▪ High inter-correlations with personality	***Moderate*** ▪ Little research ▪ Used in industry	***Moderate*** ▪ Limited beyond personality variables	***Moderate*** ▪ Some differences across age, gender, etc.
EQ-i	***Low*** ▪ Omits emotional expression	***Low*** ▪ High inter-correlations with personality	***Moderate*** ▪ Items fail to reference org context	***Moderate*** ▪ Limited job performance studies	***High*** ▪ Strong non-North American data
EIQ	***Low*** ▪ Few dimensions tap emotions	***Moderate*** ▪ Moderate inter-correlations with personality	***Moderate*** ▪ Only anecdotal evidence	***Moderate*** ▪ Limited concurrent correlations	***Low*** ▪ No evidence across gender, age, nationality

Test Fidelity & Bandwidth

Fidelity (Low or High)

- Precision with which a measure captures a given construct

Bandwidth (Narrow or Broad)

- Number of distinct constructs samples by a measure

➢ ***Test Specificity*** (High Fidelity/ Narrow Bandwidth)

  – Highly favorable for selection, job placement, person-job fit, and development applications

Legal Considerations

Standards for Educational & Psychological Testing

  – Self-evaluation biases, social desirability, faking, inflated self-assessments

Uniform Guidelines on Employee Selection Procedures

  – Adverse Impact
  – Criterion, Content, & Construct Validation

How do you proceed with utilizing EI measures in your organization?

Next Steps for Utilizing EI Assessment

1. For each job, perform a **Job Analysis:**
   - Identify job functions, skills, knowledge and experience necessary to perform the job and key performance competencies
   - Develop or update a job description, incorporate job functions/tasks, necessary human characteristics, and critical competencies

2. Identify methods for assessing candidate characteristics:
   - ✓ **EI Measure**
     - Ask test publisher for validity study that meets requirements of *Uniform Guidelines on Employee Selection Procedures*
   - ✓ **Behavioral Interviewing**
     - Structured interview questions

3. Track results of EI measure(s)
   - Ensure measure(s) do not demonstrate adverse impact
   - Concurrent and predictive validity coefficients

Job Analysis

Task, Employee, & Job Environment Data

Job Analysis Products

Job description

Job specifications

Performance criteria

EI Applications

EI Selection & Placement

Performance Evaluation

Training & Development

Succession Planning

The Case for Rigorous Job Analysis

- Critical importance of job context
  - Emotional labor; emotional demands of job tasks
  - Predictive validity of EI in high emotional labor jobs
    - ✓ Police officers, emergency responders
    - ✓ Social workers, therapists, counselors
    - ✓ Customer service reps/frontline staff
    - ✓ Teachers, staff/administration in educational institutions
    - ✓ Team/project/department managers
    - ✓ Employees in team/project-based structures (matrix designs)
    - ✓ Senior leaders/top management team members

EI Testing & Job Context

Recent legal analysis

- *A word of caution about using tests to measure emotional intelligence competencies for selection decisions. Emotional intelligence has been described as amounting to something of a rainbow of competencies that may or may not be relevant to a particular job. Accordingly, any test used to measure EI for selection purposes should not be a generic measure of EI competencies. Rather, the test should be designed to measure the specific competencies that actually predict success in the particular position.*

--Ira Blank (2008)
Employee Relations Law Journal (p. 81)

What are the EI applications for leader assessment and development?

Why Organizational Leaders Need EI

Leaders must be able to:

- *Identify Emotions*
  - Accurately identify emotions of work team and followers
  - Demonstrate high self-awareness and self-regulation
- *Utilize Emotions*
  - Encourage open-minded decision-making and idea generation
  - Generate optimism and enthusiasm for a project
- *Understand Emotions*
  - Enhance a leader's understanding of followers' points of view
  - Facilitate understanding of how emotions hinder communication
- *Manage Emotions*
  - Regulate stress, frustration, and other negative emotions
  - Enhance team cooperation and reduce team conflict

EI and Leadership Outcomes

- Advancement and ‘promotability’
- Leader derailment and acculturation
- Innovative outcomes and creativity
- Organizational change efficacy
- Transformational/charismatic leadership style
- Conflict management capability

Client Case Study: Healthcare Industry

- ✓ National, nonprofit healthcare system
- ✓ 78 hospitals and 40 long-term care facilities across 20 states
- ✓ $8.6B Annual Revenues
- ✓ 66,000 Employees

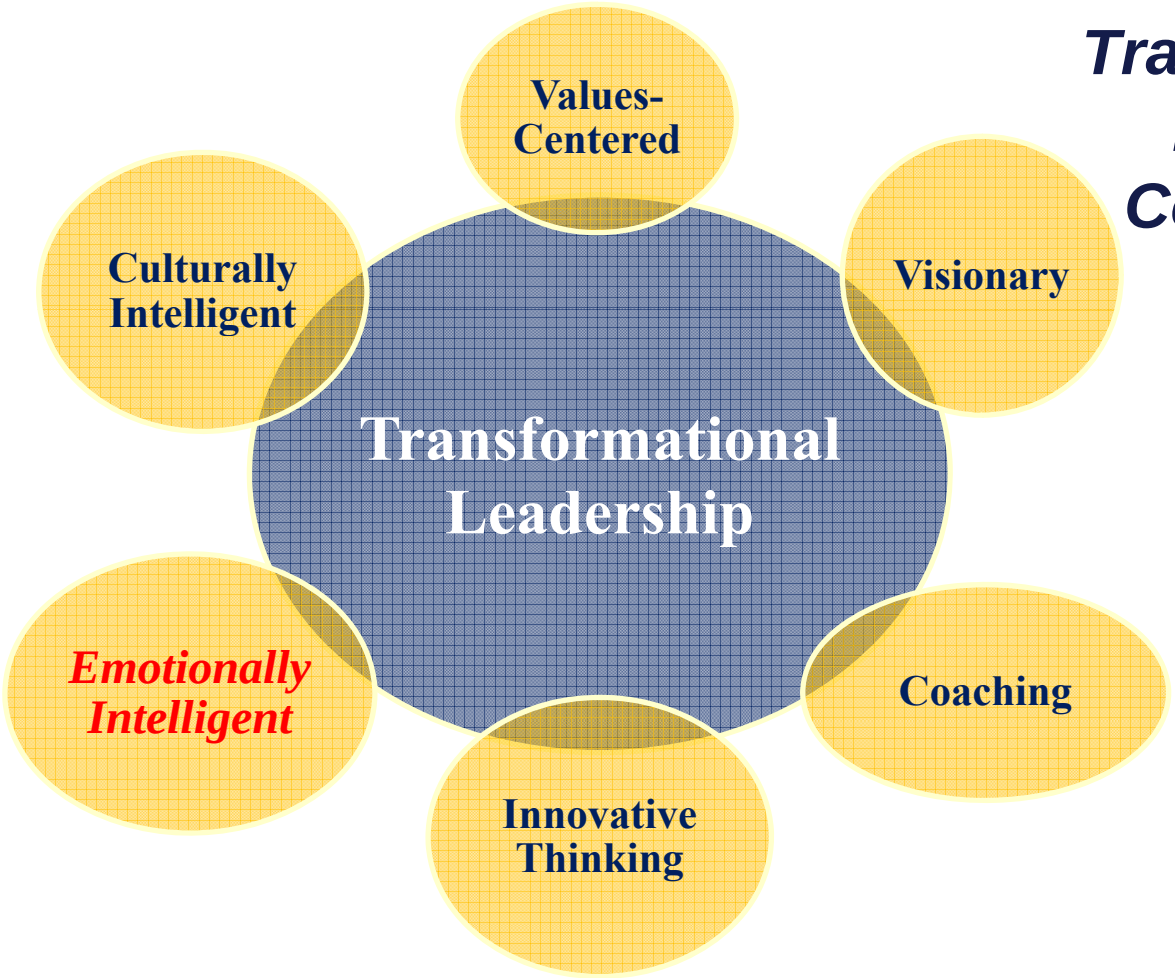
Client Case Study: Healthcare Industry

Project Objectives:

- Develop definition of high potential leader
- Define leadership competencies to support strategic plan
- Create 360-degree tool for assessing leadership competencies
- Link assessment tool to executive development and succession planning system

Defining High Potential Leaders

Transformational Leadership Competencies



Transformational Leadership Competencies

Values-Centered Behaviors	• Goes beyond self-interest for the good of the group • Talks about his/her most important values and beliefs • Considers the moral /ethical consequences of decisions • Sacrifices self-gain for the gain of others (personal risk)
Visionary Behaviors	• Articulates a compelling vision of the future • Helps followers achieve beyond expectations • Presents an optimistic/attainable view of future (vision) • Arouses in followers emotional acceptance of challenges
Coaching Behaviors	• Considers each individual as having different needs, abilities, and aspirations from others • Promotes self-development, coaches, and counsels • Targets areas to develop and to elevate individual needs

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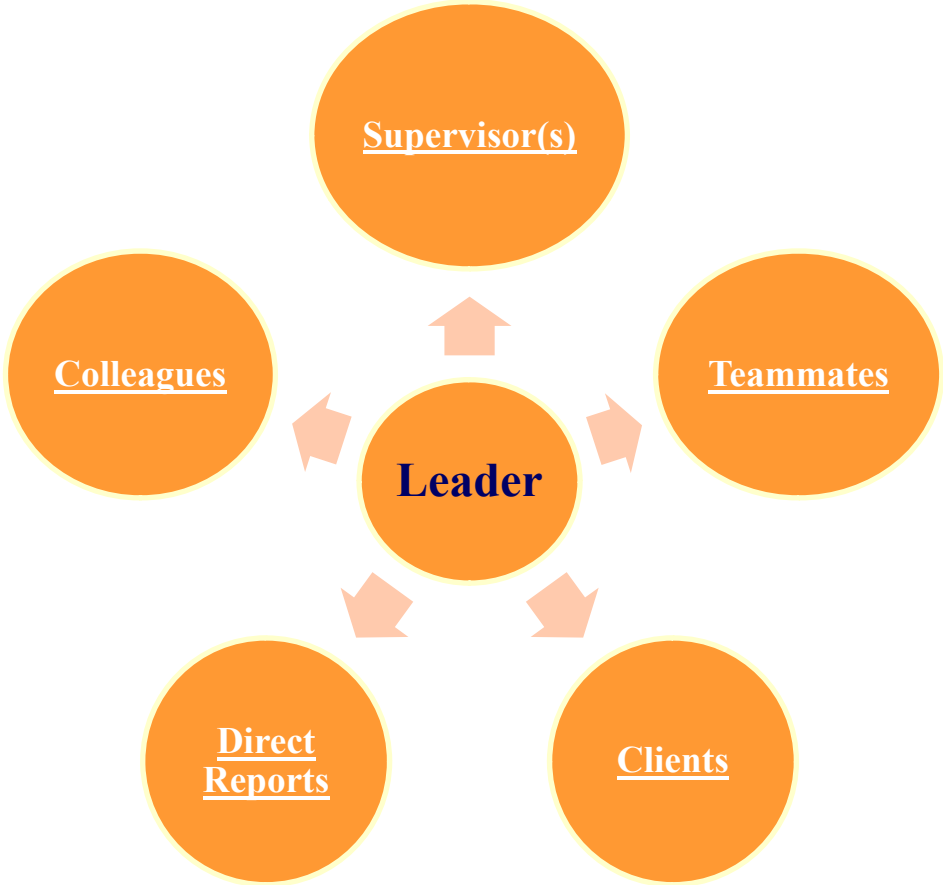
Transformational Leadership Competencies

Innovative Thinking	• Utilizes a balanced linear and nonlinear thinking style • Gets others to look at problems from many angles • Encourages followers not to think like him/her • Encourages followers to use divergent perspectives
Emotionally Intelligent	• Demonstrates self-awareness; knows how actions impact others • Uses emotional expressiveness to communicate vision • Regulates emotions during changes/crises/setbacks (resilience) • Understands the emotions of the team and uses these data to prioritize team tasks (self-managed teams, virtual teams, matrix)
Culturally Intelligent	• Demonstrates knowledge of the cultural values, economic/legal systems, and communication norms of other cultures • Adjusts communication (verbal & nonverbal) and leadership behavior when necessary in cross-cultural interactions. • Checks the accuracy of his/her cultural knowledge as he/she interacts with people from different cultures

Multi-Source/360 Degree Feedback

- Includes assessment of all transformational leadership competencies (EI and others)
- Powerful, valid data in driving team and organizational outcomes
- Vehicle for confidential feedback from all stakeholders engaged in the leadership process
- Based on others' perceptions of the focal leader's behavior
- Considers leadership competency strengths and development areas
- Focused on developmental and not evaluative outcomes



360-Degree Assessment: Sample EI Items*

Identify Emotions

- I have no difficulty identifying how a person really feels about an issue despite what he/she may say.
- At work I can usually tell when someone is frustrated with me.

Utilize Emotions

- I often use my excitement about a work project to focus the efforts of others involved with the project.
- I listen to the feelings of other people in establishing priorities.

Understand Emotions

- I can usually detect subtle changes in the emotions of my coworkers.
- I am acutely aware of the subtle cues at work that express how people feel (e.g., where they sit, when they are silent, etc.)

Regulate Emotions

- I am usually able to transmit a sense of enthusiasm about a work project onto others.
- When a coworker is feeling disappointed about his/her performance, I make an effort to offer encouraging words of support.

*Groves et al. (2008)
Journal of Management Development

Leadership Development Action Plan

1. Select three specific development goals for enhancing your leadership style
   - Leaders analyze disagreements between self- and other-ratings and development areas
2. List the specific action items you will implement to reach each goal
   - Leaders use range of action items and customize to their needs
3. List the expected outcomes and timeframes for implementing your action plan
4. Describe how you will monitor your progress and list any needed resources and support

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Transformational Leadership Behaviors	Rating Source		Leadership Competency
	Self	Coworkers	
At work I can instantly tell when someone is frustrated with me			Emotionally Intelligent
I have little difficulty identifying how a person really feels about an issue despite what he/she may say	■	■	Emotionally Intelligent
I often use my excitement about a work project to focus the efforts of others	■		**Emotionally Intelligent**
I listen to the feelings of other people in establishing priorities			Emotionally Intelligent
I am aware of the subtle cues at work that express how people feel (where they sit, when they are silent, etc.)	■	■	Emotionally Intelligent
I can usually detect subtle changes in the emotions of my coworkers	■		**Emotionally Intelligent**
I am usually able to transmit a sense of enthusiasm about a project onto others.	■	■	Emotionally Intelligent
Talk about my most important values and beliefs	■		**Values-Centered**
Go beyond self-interest for the good of the group	■		**Values-Centered**
Consider the moral and ethical consequences of decisions	■	■	Values-Centered
Talk optimistically about the future		■	Visionary
I talk enthusiastically about what needs to be accomplished	■	■	Visionary
Articulate a compelling vision of the future			Visionary
Re-examine critical assumptions to question whether they are appropriate	■	■	Innovative Thinking
Get others to look at problems from many different angles		■	Innovative Thinking
I suggest new ways of looking at how to complete assignments	■	■	Innovative Thinking
I spend time teaching and coaching			Coaching
Consider each individual as having different needs, abilities, & aspirations	■	■	Coaching

Bill's Leadership Strengths

- Look for discrepancies between self- and coworker-ratings
- Bill's profile includes four self-reported strengths that aren't *perceived* as strengths by coworkers

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Transformational Leadership Behaviors	Rating Source		Leadership Competency
	Self	Coworkers	
At work I can instantly tell when someone is frustrated with me	■	■	Emotionally Intelligent
I have little difficulty identifying how a person really feels about an issue despite what he/she may say			Emotionally Intelligent
I often use my excitement about a work project to focus the efforts of others		■	Emotionally Intelligent
I listen to the feelings of other people in establishing priorities	■	■	Emotionally Intelligent
I am aware of the subtle cues at work that express how people feel (where they sit, when they are silent, etc.)			Emotionally Intelligent
I can usually detect subtle changes in the emotions of my coworkers		■	Emotionally Intelligent
I am usually able to transmit a sense of enthusiasm about a project onto others			Emotionally Intelligent
Talk about my most important values and beliefs		■	Values-Centered
Go beyond self-interest for the good of the group		■	Values-Centered
Consider the moral and ethical consequences of decisions			Values-Centered
Talk optimistically about the future			Visionary
I talk enthusiastically about what needs to be accomplished			Visionary
Articulate a compelling vision of the future	■	■	Visionary
Re-examine critical assumptions to question whether they are appropriate			Innovative Thinking
Get others to look at problems from many different angles	■		Innovative Thinking
I suggest new ways of looking at how to complete assignments			Innovative Thinking
I spend time teaching and coaching	■	■	Coaching
Consider each individual as having different needs, abilities, & aspirations			Coaching

Bill's Leadership Development Areas

- Look for agreement between self- and coworker-ratings
- Bill's profile includes seven behaviors rated as development areas by himself and his coworkers

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Bill's Development Goals & Action Plan

1. List three Transformational Leadership behaviors as goals. Select these behaviors based on your development areas and/or your discrepancies between self- and coworker ratings.
2. List the specific *Action Items* you will accomplish for reaching each development goal. Use handout (*Leadership Development Action Plan*) for range of action items and customize to your needs.

	Leadership Development Action Plan		
Goals:	**1. I listen to the feelings of other people in establishing priorities.**	**2. I articulate a compelling vision of the future.**	**3. I spend time teaching and coaching.**
Actions:	▪ I will spend more time interacting informally with my team to better understand their feelings on key issues, and use these emotional data to prioritize our team's tasks. ▪ I will work on listening to my team members with attention & compassion; being emotionally present so their feelings are validated. ▪ I will emotionally commit to change projects with excitement & optimism, and actively monitor and manage my team members' emotions during change projects.	▪ I will ask my associates about their vision for their jobs, as well as their views of where the organization is going. These ideas, when appropriate, will be used to update the vision statement of our unit. ▪ I will describe the vision of the future of our organization to my group, at least one per year. ▪ I will clearly communicate and define changes that we can achieve in our organization.	▪ I will be a mentor to an associate who shows promise. ▪ I will elicit two suggestions from each of my associates for ways they might increase contact with others in our organization. These suggestions could include serving on an inter-organizational task force, assuming responsibility for negotiations with another organization, becoming an office liaison, job rotation, & spending a few days observing the work of another unit. ▪ I will meet individually with my associates to discuss their career goals and indentify the skills they need to achieve these goals.

Leadership Development Implications

Emotionally Intelligent Behaviors

Action Items:

- I will spend more time interacting informally with my team to better understand their feelings on key issues, and use these emotional data to prioritize our team's tasks.
- I will utilize my own emotions and passion for our team's work to vividly communicate our team vision and goals.
- I will work on listening to my team members with attention & compassion; being emotionally present so their feelings are validated.
- I will consciously convey a sense of calmness at work, even when the pressure is intense.
- I will resist the temptation to react immediately to bad news, rather, I will deliberately pause and allow time for reflection.
- I will emotionally commit to change projects with excitement & optimism, and actively monitor and manage my team members' emotions during change projects.

Leadership Development Implications

Visionary Behaviors

Action Items:

- I will describe a vision of the future for our organization to my team, at least once a year.
- I will ask my team members about their vision for their jobs, and their views of where our organization is going. I will use these ideas, when appropriate, to update the vision statement of our team.
- I will ensure that every new team member understands our organization's vision, & I will help clarify their role in achieving it.
- I will make sure that rewards other than money are seen as significant forms of recognition of high performance on our team.
- I will send a memo to my supervisor, with copies to others, to bring the recent outstanding performance of my team members to their attention.
- I will recognize early successes during organizational change projects and respond with positive feedback.

Leadership Development Implications

Values-Centered Behaviors

Action Items:

- I will reflect on what I value most, identify five personal ideals, refer to these values regularly, & demonstrate them with actions.
- I will acknowledge and reward team members who have courageously demonstrated high ethical standards.
- I will ask my team members to give me feedback on how consistently I display my values and beliefs.
- I will talk about my core values and beliefs, call attention to their importance, and keep track of how my behaviors supports them.
- I will obtain my organization's written code of ethics, become familiar with the code, and apply it judiciously.
- I will present the best ideas of my team members to higher management and support these ideas enthusiastically.

Leadership Development Implications

Coaching Behaviors

Action Items:

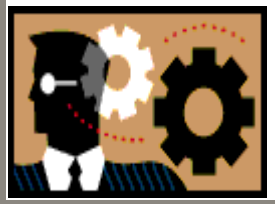
- I will elicit at least two suggestions from each of my team members for ways they might increase contact with others in our organization (task force, special assignment, job rotation, observing another work unit, etc.)
- I will meet individually with my team members to discuss their career goals and identify the skills they need to develop to achieve these goals.
- I will identify one or two associates who could move into my position in the future. I will begin to prepare them for my duties.
- I will provide feedback to my team members that is useful, specific, behavioral, and constructive to help improve their performance.
- I will ask my team members what they like most about their jobs, and what they would like to achieve in our organization.
- I will recognize the efforts of my team members by regularly speaking of their successful progress when talking to others in our organization.

Leadership Development Implications

Innovative Thinking

Action Items:

- I will immediately reflect and seek feedback after important decisions, & pay attention to the success rate of my nonlinear approaches.
- I will encourage my team to identify problems in the way we are currently doing things. If it isn't broken, why not?
- I will stop myself when I dismiss new ideas (when I say "It won't work here", or "We already tried that", or "We've never done that before").
- I will keep track of my most creative times and set those hours aside for creative work.
- I will volunteer to set up a luncheon and information exchange meeting to share knowledge and information among my own team and other teams.
- I will institute a reward system that encourages creative thinking across my team with time, space, and funds.



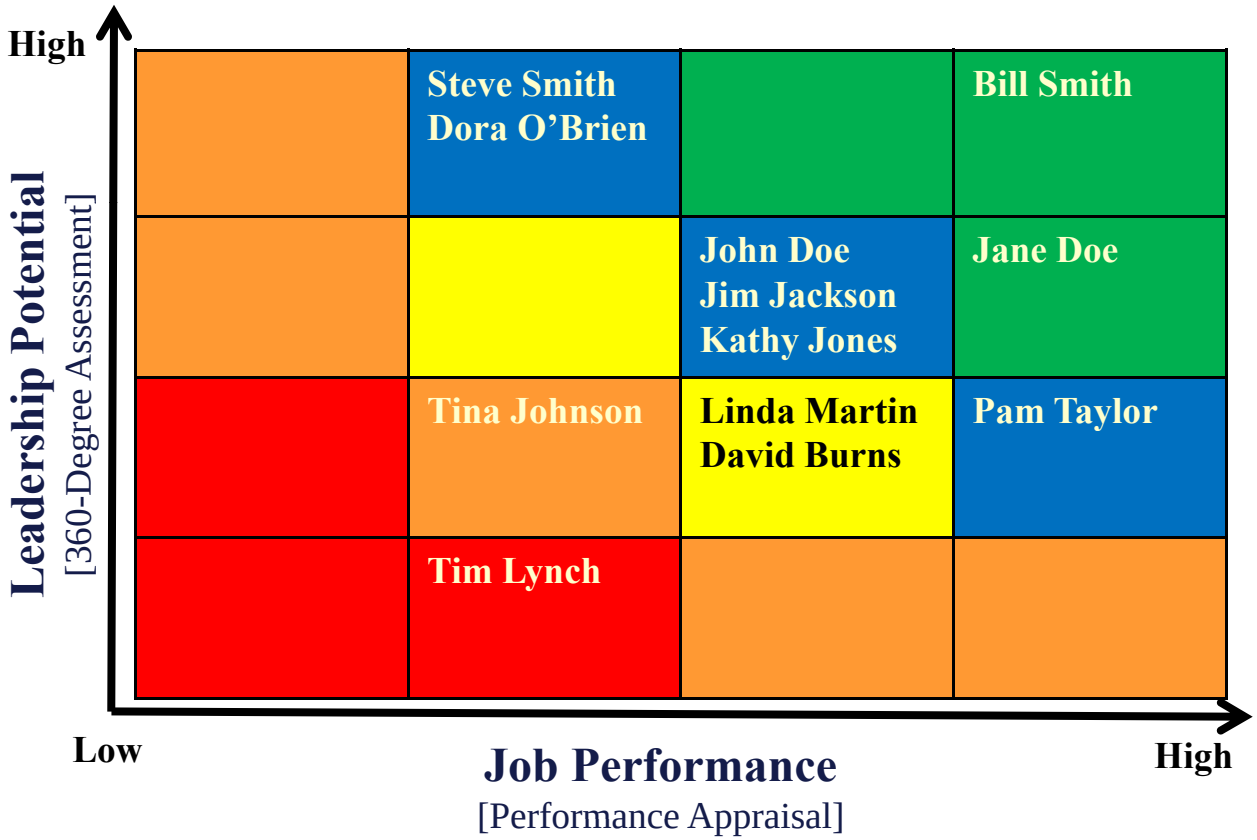
Leadership Development Implications

Culturally Intelligent Behaviors

Action Items:

- I will seek opportunities to work on teams, projects, or task forces comprised of people from diverse cultures and nationalities.
- I will develop a global mindset by expanding my knowledge of multiple cultures to help me successfully lead diverse teams (legal & economic systems, cultural values/beliefs, communication rules).
- I will continually gather important cultural data in diverse contexts by actively observing body language, facial expressions, and other cues.
- When working on multicultural teams, projects, or task forces, I will resist the tendency to focus initially on our differences.
- I will continually adjust my cultural knowledge as I interact with people from different cultures and nationalities.
- I will actively adjust my verbal (tone, uses of pause and silence, rate of speech) and nonverbal (facial expression, physical space) communication behaviors in cross-cultural contexts.

Succession Planning Implications



Green	Promotion Candidate
Blue	High Potential
Yellow	Consistent Stewardship
Orange	In Development
Red	In Transition

Questions & Wrap-up

- Questions or comments?
- Thank you for your attention today!
- Today's presentation and supporting materials will be gladly shared with you.

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